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ABSTRACT

This document presents findings and recommendations of a resource group charged with providing background information and recommendations concerning enrollment for consideration in the development of a master plan for higher education in Connecticut. The resource group feels that public postsecondary institutions should serve the entire community and not merely one sector of it. Each member of the community should have the opportunity to receive the postsecondary education that he needs and desires. Because of this, the following recommendations are made to increase educational opportunities in the state: (1) at least lower-division education be made tuition free; (2) the open admissions policy at the community colleges be made operative by adequate funding; (3) off-campus courses offered by state colleges and the university be substantially increased; (4) courses to serve community needs be instituted or increased at all state postsecondary institutions; (5) graduate, summer, and extension courses be funded by the state; and (6) a central clearinghouse to process applications for the various admissions offices be established. (Author/HS)

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ENROLLMENT

DISTRIBUTION OF ENROLLMENT AMONG CONSTITUENT UNITS

The Report of

RESOURCE GROUP II

A Discussion Paper for the

MASTER PLAN FOR
HIGHER EDUCATION IN CONNECTICUT

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Document #10
February 1973

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Note: This report is the work of the Resource Group; the reader is reminded that the recommendations made in this report are not necessarily opinions or positions of the Commission for Higher Education or any other group.

STATE OF CONNECTICUT

COMMISSION FOR HIGHER EDUCATION

P.O. Box 1320 - Hartford, Connecticut 06101

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February, 1973

To the Reader:

The 1972 General Assembly passed Public Act 194 which directed the Commission for Higher Education to develop a Master Plan for Higher Education in Connecticut by January 1974. In response, the Commission determined a structure designed to insure broadly based participation in the development of the plan. An overview of that structure is contained in the following document.

One of the most important elements of the Master Plan structure is the Resource Groups. Since September 1972, these groups, made up of over two hundred persons, have addressed themselves to major topics for the Master Plan. The reports of these groups have been made available to public boards of higher education with the request that the reports be disseminated to the chief executives and to the chief librarians of each institution and that the broadest discussion possible of the resource groups' topics be encouraged among faculty, students and interested groups. In addition, copies are being made available through public libraries and to organizations and governmental agencies which might be interested. Because the supply of the reports is limited, any interested individuals are permitted to reproduce any or all reports.

This report is one of eight Resource Group Reports. It should be recognized that the topics assigned to the Resource Groups are not mutually exclusive. Therefore, the reader is encouraged to read all eight reports.

The Commission for Higher Education is most grateful to the many individuals who gave freely of their time and energies serving on Resource Groups. The excellent groundwork they have provided in their reports will facilitate the deliberations of additional groups and individuals as the process of the Master Plan development continues.

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INTRODUCTION

The following report has been prepared by the Resource Group for consideration by the Commission for Higher Education as it develops a Master Plan for higher education in Connecticut. To insure clear understanding of this report a number of points should be emphasized:

- The findings and recommendations are the considered judgment of the individual Resource Group. They do not necessarily represent an opinion or position of the Commission for Higher Education or any other group such as the Management/Policy or Review and Evaluation Group.

- This report is one of eight reports. The Resource Group reports, as a whole, are position papers for consideration in the development of the Master Plan. They should not be construed as constituting a first draft of the Master Plan. Subsequent to further discussion and comment, the recommendations made in reports may be retained, revised, or deleted in the Master Plan.

- The recommendations of the group may conflict with recommendations made by other groups. The reconciliation of conflicting recommendations will be considered in the process of developing a draft Master Plan.

- The development of a Master Plan is a dynamic process requiring continuing input from many sources. Although the Resource Group reports provide an important source of judgments about the elements of the plan, additional reaction, comment, and thought is required before an initial draft of the Master Plan can be completed.

All questions and comments concerning this report should be addressed to Master Plan Staff Associates, c/o The Commission for Higher Education, P.O. Box 1320, Hartford, Connecticut 06101.

PROCESS OF THE MASTER PLAN

Groups Involved in the Master Plan

I. Commission for Higher Education: The State's coordinating agency for higher education was requested by the General Assembly (P.A. 194, 1972) to develop, in cooperation with the boards of trustees of the constituent units of the public system, a Master Plan for Higher Education in Connecticut. The plan is to be completed and submitted to the General Assembly by January, 1974.

II. Management/Policy Group: A steering committee for the Master Plan process; membership consists of the chairmen of the boards of trustees for the constituent units, and the president of the Connecticut Conference of Independent Colleges. Liaison representation from the Governor's office and from the General Assembly are also represented.

III. Resource Groups: These groups are charged with developing position papers on specific topics for utilization in the development of a Master Plan. Membership is proportionately balanced between the higher education community and non-academics to insure that a broad spectrum of viewpoints be represented in group deliberations. Each group was assigned specific questions by the Management/Policy Group. In addition, each group was encouraged to address any other questions as it saw fit.

IV. Review and Evaluation Group: A group invited to review, evaluate, and make comments on the Resource Group reports and successive drafts of the Master Plan. Ten members represent a wide spectrum of the state's business and public interest activity and three ex-officio members are from state government.

V. Master Plan Staff Associates: Each of the constituent units of the public system and the Connecticut Conference of Independent Colleges have provided staff support for the Master Plan project. The staff associates serve a dual function: (1) each staff associate provided staff assistance to a Resource Group and, subsequently, (2) the staff associates will, in collaboration with the Commission staff, prepare the draft of the Master Plan.

VI. Constituent Unit Boards of Trustees, including Faculty, Students and Administration: All boards of trustees of the higher education system are asked to review carefully the Resource Group reports and the Master Plan drafts to follow. It is expected that each institution will encourage the fullest possible discussion among faculty, students, and administrators.

VII. The Public: In addition to the higher education constituencies noted above, a vital input to the Master Plan is the participation of all who are interested, including: individuals in industry, labor, minorities, professionals -- in short, all organizations and individuals interested in higher education. Comments are invited at any stage of the development of the Master Plan. However, for consideration for the initial draft of the Master Plan, comments must be received by April 1973 and in the final draft of the Master Plan by September 1973.

AN OUTLINE OF ACITVITIES FOR THE DEVELOPMENT OF THE MASTER PLAN

Activity

1. CHE requests staff assistance from constituent units — 6/72
2. CHE appoints Management/Policy Group
3. Management/Policy Group:
   a. Identifies elements of Master Plan
   b. Develops queries to be addressed
   c. Appoints Resource Groups
4. CHE holds Colloquium Orientation meeting
5. CHE appoint Review and Evaluation Group
6. CHE approves interim report for transmittal to Governor — 12/72
7. Resource Groups complete and transmit papers to Management/ Policy Group
8. Mangement/Policy Group distributes Resource Group reports to Constituent units, Review and Evaluation Group, and other interested groups and individuals
9. Comments on Resource Group reports are submitted by Review and Evaluation Group, constituent units, and other interested individuals and groups
10. Initial Draft of Master Plan is prepared and distributed to constituent units and Review and Evaluation Group
11. Initial reactions are received and Draft of Master Plan is amended
12. CHE sponsors public presentation of amended Draft of Master Plan and solicits comments from all groups and individuals who are interested
13. Comments reviewed and evaluated and final draft prepared
14. Management/Policy Group receives final comments on final Draft of Master Plan from constituent units and Review and Evaluation Group, reports to CHE
15. CHE approves final draft of Master Plan and transmits it to the Governor and General Assembly — 12/73

EDUCATION IN HIGHER EDUCATION

Resource Group Report to the

Commission for Higher Education

Dorothy V. Schrader, Chairman

February 16, 1973

Mr. Donald H. McGannon, Chairman
Commission for Higher Education
340 Capitol Avenue
Hartford, Connecticut

Dear Mr. McGannon:

The following report is the result of the work and deliberations of Resource Group II. This group has functioned to provide background information and recommendations concerning enrollment for consideration in the development of a Master Plan for Higher Education in Connecticut.

Initially, the Resource Groups addressed itself to answering the questions posed by the Management/Policy Group. We have attempted, to the best of our abilities, to answer the questions and have drawn recommendations based on our findings. The Group accepted the invitation of the Management/Policy Group to expand its scope beyond the specific questions. We have identified and made recommendations concerning some related topics which have come to the foreground as a result of our work on enrollments and which we judge to be important issues for the Master Plan.

The Resource Group strongly supports the recommendations made in this report. We hope they will prove valuable in the development of the Master Plan.

Sincerely yours,

Dorothy V. Schrader

Dorothy V. Schrader

DVS:mf

II. ENROLLMENT: Distribution of Enrollment Among Constituent Units

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Our thanks are also extended for the valuable assistance from:

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Resource Group II - Enrollment: Distribution of Enrollment Among Constituent Units

EXCERPTS OF PRINCIPAL FINDINGS AND RECOMMENDATIONS

Higher education is currently in a state of uncertainty in regard to its most important element--students. Enrollments have risen generally over the past decade but the past two years have shown a smaller increase than was predicted. Until 1971 the projections made by the CHE were accurate to 1% or better. These projections failed in 1971 and 1972, which indicates that fewer high school graduates are starting college and the number of already enrolled students returning is smaller than expected. At this time there are no reliable figures on which to base a long-range projection of enrollment. It seems likely, however, that enrollment is at a peak. Birth rate figures would lead one to expect a decrease in enrollment GROWTH in 1975 and an actual decline in total enrollment by 1980. However, the apparent alteration in the rate of college-going this year means that 1975 will probably become a year of decline in enrollment and 1980 a year of sharp decline. These projections refer only to the traditional student. A serious effort to increase other enrollments (part-time, non-credit and community-service) would obviously alter the picture.

Historically, post-secondary education in Connecticut has served a limited group of Connecticut residents. The typical student of the past was in his late teens, single, dependent on his parents for support. He attended classes full time, lived on or near campus, and completed his degree in four years. The post-secondary institutions were structured to serve him.

This committee feels that public post-secondary institutions should serve the entire community and not merely one sector of it. Each member of the community should have the opportunity to receive the post-secondary education which he needs and desires. The Enrollment Resource Group did not feel that a mere commentary on existing facts was sufficient. Since enrollment figures are influenced by many factors, the following modifications of the education system are recommended:

1. At least lower-division education be tuition free.
2. The open admissions policy at the community colleges be made operative by adequate funding.
3. Off-campus courses offered by state colleges and the University be substantially increased.
4. Courses to serve community needs be instituted or increased at all state post-secondary institutions.
5. Graduate, summer, and extension courses be funded by the state.
6. A central clearinghouse to process applications for the various admissions offices be established.

The following problems have generated the above recommendations:

1. Tuition and fees bar many students from post-secondary education.
2. Enrollment of non-white, lower economic level, and other minority students does not represent the population of the state.
3. There is insufficient opportunity for those who wish to continue their education on a part-time basis.
4. Most of Connecticut's people do not consider the colleges and university as <u>their</u> institutions.

5. The per-credit cost of graduate, summer, and extension courses is much higher than it is for full-time undergraduate courses.
6. While it is known that the enrollment of traditional students is decreasing in the state, precise enrollment figures cannot be cited because there is no central source of compatible data.

ANSWERS TO THE GIVEN QUESTIONS

QUESTION: a. What have been the national and state trends in enrollments in higher education and what has been the distribution of enrollments among types of institutions (public, private, 2-year, etc.)?

RESPONSE: a. National enrollment in higher education has increased at the rate of approximately 450,000 students per year for the 1960-1970 period. This is an increase of about 12.8% per year based on 1960.

Public 4-year enrollment has increased at a rate of about 275,000 students per year for the 1960-1970 or at about 15.7% per year based on 1960.

Private 4-year enrollment gained at a rate of about 75,000 per year for the 10-year period which is approximately 6% a year based on 1960.

Public 2-year enrollment gains for the period were at a 90,000 per year rate. However, 78% of the total 10-year gain occurred from 1967 on. The two segments show 1960-1967 at 30,000 per year and 1967-1970 at 234,000 per year. The mean rate gives 15% per year for the 10 years based on 1960.

Private 2-year schools are an insignificant portion of the total.

The enrollment of each sector as a percent of the total for the boundary years 1960 and 1970 are:

	1960	1970
Public 4-year	50%	53%
Private 4-year	38%	28%
Public 2-year	10%	18%

(totals are not 100% due to private 2-year)

These data are taken from the 1970 Digest of Educational Statistics (HEW).

Connecticut enrollment in higher education increased at the rate of approximately 4,600 students per year for the 1960-1970 period. This is a rate of approximately 20% per year based on 1960. The bulk of the increase occurred from 1965-1970, the rates being 3,400 per year for 1960-1965 and 5,770 per year for 1965-1970.

Public 4-year gains for the period 1960-1970 were at a 1,900 per year rate or 14.6% based on 1960. The bulk of this gain was after 1965 and principally accounted for by an increase of almost 100% in the enrollment of the state colleges. The table below summarizes the period.

Table 1

4-Year Publicly-Supported Full-Time Undergraduate Enrollment

	1960	1965	1970
U Connecticut	7,701	9,979	13,903
State Colleges	4,969	9,204	18,001

Public 2-year institutions were not formally part of the higher education system prior to 1965. The technical colleges were under the supervision of the Board of Education and the then existing community colleges were municipally controlled. Growth of these institutions with a 1960 base is not particularly meaningful since there was a massive increase in facilities after 1965. The table below summarizes the post-1965 era.

Table 2

Full-Time Equivalent Enrollment

	1965	1966	1967	1968	1969	1970	1971
Regional Community Colleges	1,455	3,306	5,405	7,289	10,030	12,198	14,362
Technical Colleges	1,543	1,648	1,904	2,230	2,318	2,411	2,419

QUESTION: b. What are the national and state projections?

RESPONSE: b. National projections to 1980 using 1970 as the base year call for a 70% increase in the total of public 4-year students, a 10% in the total of private 4-year students, a 200% increase in public 2-year attendance (the total to exceed private 4-year by 800,000 in 1980) and the virtual disappearance of private 2-year institutions as a percentage of the total.

Current enrollment projections for Connecticut are made by the Commission for Higher Education. Projections and enrollment have normally agreed within 1% in the past;

however, 1971 and 1972 have shown an apparent weakness in the projection model. This weakness seems due to the "college going rate." A new factor--the intention of students in the last two years in high school might help to determine this rate more accurately than historical information alone. The public system was over-projected by 3.5% in 1971 and 5.8% in 1972.

The total publicly-supported enrollment increased by only .6% from 1971 to 1972. Enrollment declines were most serious in 2-year institutions. The Commission staff's most current projections are listed in the following tables.

Table 3

Estimate of Enrollment as at October 1--1970-1979
Public System of Colleges and the University

FTE Enrollment
Supported by General Fund
Function 1

	University of Conn.	State Colleges	Community Colleges	Technical Colleges	Total
Actual					
1970	17,846	17,959	12,198	2,411	50,414
1971	19,025	18,729	14,362	2,419	54,535
Estimated					
1972	19,650	19,800	15,900	2,660	58,010
1973	20,887	21,156	18,744	2,775	63,562
1974	22,100	22,300	20,500	3,000	67,900
1975	23,300	23,400	23,000	3,200	72,900
1976	24,100	24,500	24,000	3,400	76,000
1977	24,500	25,000	25,000	3,500	78,000
1978	24,000	24,500	25,000	3,700	77,200
1979	24,000	24,500	25,000	3,800	77,300

Table 4

Estimate of Enrollment as at October 1--1970-1979
Public System of Colleges and the University

Roster of Headcount Enrollment
All Students
General Fund Supported & Non-General Fund

	University of Conn.	State Colleges	Community Colleges	Technical Colleges	Total
Actual					
1970	20,029	31,555	15,813	6,453	73,850
1971	21,253	32,608	19,136	5,355	78,352
Estimated					
1972	22,200	33,600	19,900	5,850	81,550
1973	23,600	35,900	22,500	6,090	88,090
1974	25,000	37,900	25,600	6,600	95,100
1975	26,300	39,800	28,700	7,040	101,840
1976	27,200	41,700	30,000	7,480	106,380
1977	27,700	42,500	31,200	7,700	109,100
1978	27,100	42,500	31,200	8,100	108,900
1979	27,100	42,500	31,200	8,360	109,160

It does not seem likely at this time that these projections will be met. The estimate was made when preliminary 1972 enrollment figures were available. Actual 1972 enrollment is below projection again. In addition, full-time enrollment is below last year at all institutions except three of the State Colleges and four Community Colleges. It would seem unwise to plan for any significant increase in 1973 and a decrease of 1% or 2% in budgeted enrollment is not unlikely. This assumes no alterations in Connecticut's current policy toward higher education.

QUESTION: c. How has enrollment distribution been established in Connecticut?

RESPONSE: c. The current enrollment distribution trend is determined by a complex mix of local pressures, state economic needs, institutional aspirations and ambitions, enrollment projections made by the CHE and the fiscal realities of the times as viewed by the Governor and legislature.

QUESTION: d. What new factors appear imminent affecting national and state enrollment distribution during the period 1974-79?

RESPONSE: d. Demographic data indicate that the eighteen year old peak should occur in 1978. Therefore, the enrollment peak in colleges and universities should occur in 1980. However, in the State of Connecticut, we seem to be into the eighteen year old peak just about now. The problem will be to maintain adequate spaces for the next few years without building because there will be a long spell of reduced enrollment coming. Also, there are fewer families in-migrating and more out-migrating because industry is declining in the State. It follows that there will be fewer students. There is a drop-off of the percentage of high school graduates going on to college. Undoubtedly, the increase in Connecticut tuition has had some influence as had the reduction in the number of men to be drafted. General dissatisfaction with "establishment" standards and a desire to postpone college education until

the high school graduate has had a year or two on his own seem to be influencing the high school drop off. Whether or not these factors are long or short term cannot at this time be determined. Nationwide opinion indicates that there will be greater demand for vocational education, for job training, for learning how to earn a living, than there has been in the past. As yet, we have not felt this demand in Connecticut. The technical colleges are not seeing a great increase in demand. Whether mass transit and similar nationwide long-term programs will have an effect can at this point only be conjectured. These long-term effects probably will not be felt during the 1974-79 period.

QUESTION: e. What goal should Connecticut pursue regarding relationship of in and out migration of students?

RESPONSE: e. For the year 1968, the last for which national totals are available, Connecticut had a net debt of 21,125 students out-migrating. Of these, 2,909 were publicly educated students. Rather than adopting a policy with respect to student migration per se a more useful procedure would be to examine Connecticut's policies which affect that migration. Connecticut's public institutions have traditionally limited out-of-state enrollment to about 10%, a policy not inconsistent with most surrounding states. (Exceptions to this 10% figure occur chiefly at the large land-grant

universities.) The major out-migration is to private institutions, some 84% of the total. There seems to be little hope of altering this situation regarding private institutions.

Regarding the public sector, no state is a net receiver of more than 500 Connecticut students into the public system, the average being about 50. The number of publicly-educated Connecticut students in any other state is principally a function of the size of that state's educational plant. Actually, the out-migration in the public sector is in approximate balance now.

Should an imbalance recur, it does not seem likely that increasing the number of seats at the university and state colleges would automatically recapture the Connecticut students. Those students who are currently educated at large out-of-state universities are likely to remain there for the reasons of geography, faculty or program that originally drew them. California, for instance, is the state with the largest differential of publicly-educated Connecticut students, and Colorado, Ohio, Indiana, Florida and Virginia are high on the list. Those states alone accounted for 2/3 of the net Connecticut out-migrants in 1968. Any effort aimed at reducing the out-migration would have to be an effort to increase in-migrants. The solution may be not to

have a policy on migration, but rather to have a more flexible policy on out-of-state enrollment. This would necessitate a non-prohibitive out-of-state tuition and fee schedule.

QUESTION : f. How do Federal and state policies on (age) majority affect posture of higher education in Connecticut?

RESPONSE: f. The principal problems posed by redefinitions of age majority will be the impact of a new voting sector and, probably more directly, the situation of residence. If a student can establish residence as he reaches majority, then the concept of how a resident student is defined may well have to be changed. A definition requiring a student to establish residence for a reason other than attending school (as in California) may have to be considered.

QUESTION: g. What are trends in other states regarding identifiable quotas for accepting students from Connecticut?

RESPONSE: g. Quotas as such do not exist for Connecticut residents in other states and none of the states which Connecticut has a large traffic with have fixed out-of-state acceptance quotas.

QUESTION: h. How should enrollment demand be met between 1974-75 and 1978-79?

RESPONSE: h. The establishment of enrollment distribution among the public institutions is not currently one of legally mandated functions of the CHE. However, adoption of some or all of the aforementioned recommendations will inevitably influence enrollment distribution.

Analysis of the Recommendations

1. "At least lower division education be tuition free."

   Equal education opportunity regardless of race, creed, or economic condition is a stated goal of Connecticut education. A society which ties higher education to economic condition and then makes improved economic condition dependent on education cannot be said to be offering equal opportunity. Lower division (first two years post-secondary) education is not only necessary for entry to higher education but also provides much of the education that leads to economic betterment. It is here that nurses, dental technicians, secretaries and other personnel serving society are trained. Tuition or an excessive fee schedule is an effective economic bar to many people. Tuition remission seldom benefits those who need it most, while a tuition-free policy is automatically effective. This policy for lower division students would not remove the need for an effective financial aid policy in the upper division.

2. "The open admissions policy at the community colleges be made operative by adequate funding." A universal entrance policy which merely allows all an equal chance at failure is unacceptable. Programs should be designed to accept the student at his existing level and help him to reach his educational potential. This would require a curriculum which starts at a remedial level and leads to the most advanced courses offered by an institution. Vigorous and imaginative recruitment is necessary to the success of such a program.

3. "Off-campus courses offered by state colleges and the university be substantially increased."

   The state has a responsibility for the continuing education of its adult citizens as well as the preparation of its youth. It must make available extension education at the baccalaureate and graduate level. The upper-division institutions cannot change their enrollment patterns without some change in facilities, but cross-utilization of existing state facilities could solve the problem of part-time or single course offerings. The technical colleges have facilities which are suitable for upper-division or graduate science and engineering. Some of the community colleges and technical colleges have classroom space available at hours that could attract part-time upper-division and graduate students.

4. "Courses to serve community needs be instituted or increased at all state post-secondary institutions."

   Today's society is so complex and rapidly changing that people continually need new information and skills to enable them to function efficiently. For example, police need to learn techniques of crowd control: firemen must learn to cope with high-rise structural problems: homeowners need to learn small-scale ecological management technique for use on their own property. One of the basic needs in today's compartmented society is for people to learn to relate to one another; community service classes bring people together and fill a deep sociological need.

5. "Graduate, summer, and extension courses be funded by the state."
Currently graduate, summer, and extension courses are expected to be self-supporting. If the state does not provide some subsidizing funding, the tuition costs become prohibitive. Specialized courses needed by a small number of students cannot support themselves, and there is a temptation to overcrowd classes in order to increase the tuition income. Competent faculty cannot be procured because until registration time, there is no certainty concerning the enrollment in the courses.

6. "A central clearinghouse to process applications for the various admissions offices be established."
Application to all state-supported institutions should require a single fee. A multiplicity of application fees places a burden on the applicant out of proportion to the financial benefit derived by the institution or the state; a fee is necessary to discourage nuisance applications but a single fee should suffice. The problem of fee differentials between resident and non-resident students should be resolved by clear statutory definition.

Precise enrollment figures cannot be cited because there is no central source of compatible data. The principal problem is the part-time student. For various purposes, full-time-equivalent, student-contact-hour, and head-count figures have been used. A true picture of the state's educational situation cannot be seen unless there is a uniform and readily understood method of counting the students for reporting, budgeting, discussion and projection purposes. A projection

model needs to take into account not only demographic data and past enrollments but also the educational intentions of students in the last two years of high school. A common data pool of all potential and actual public students in the state should be maintained.

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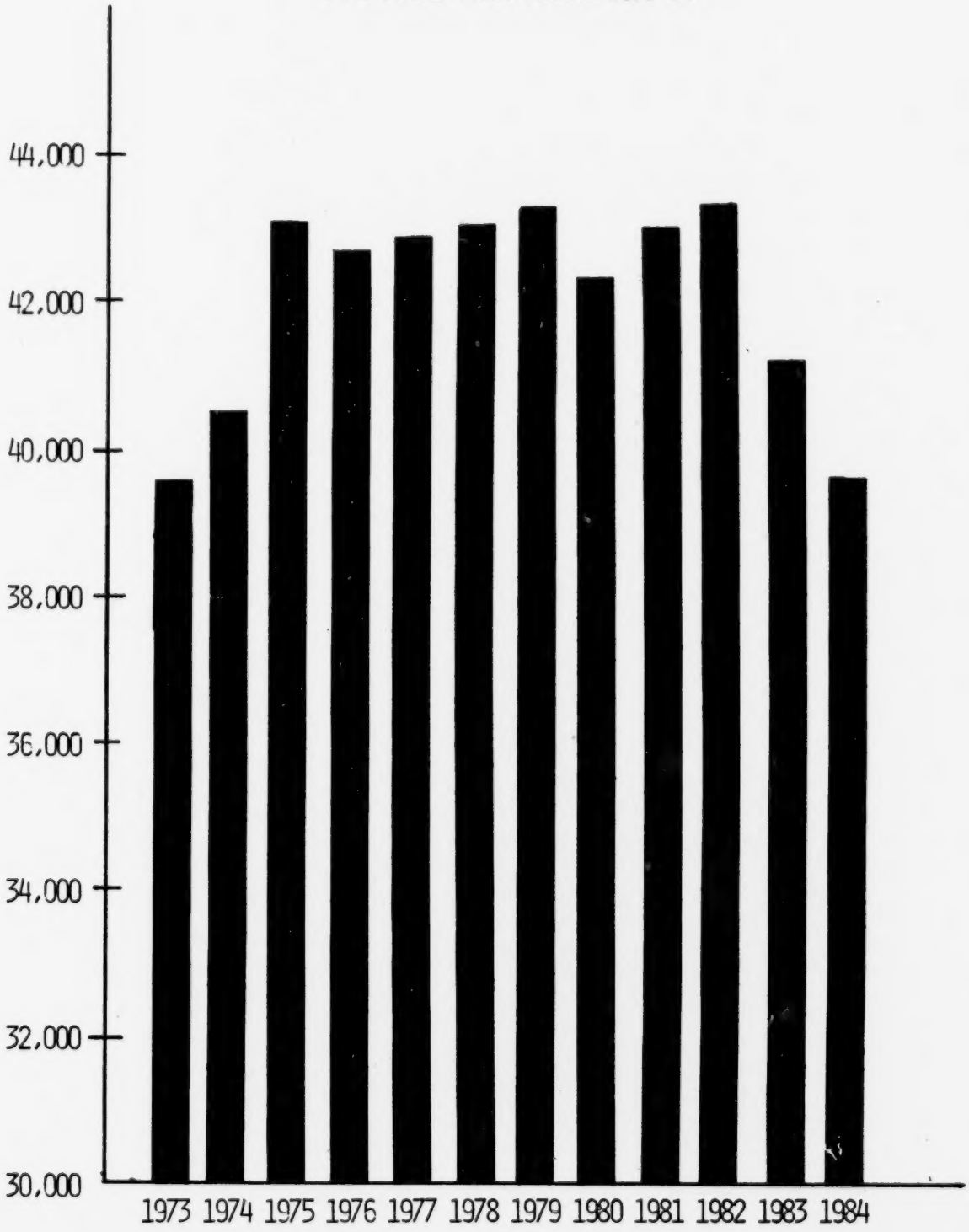
ESTIMATE OF HIGH SCHOOL GRADUATES

DETERMINED FROM BIRTHS 1973-84*



*SOURCE: DOROTHY GOODWIN, UNIVERSITY OF CONNECTICUT

OPENING FALL ENROLLMENTS, 1972
Showing Total Number of Students, by level, in all Programs

PUBLICLY SUPPORTED COLLEGES

CONNECTICUT PUBLIC SYSTEM	FULL-TIME UNDERGRADUATE			FULL-TIME GRADUATE			PART-TIME UNDERGRADUATE			PART-TIME GRADUATE			UNCLASSIFIED AND OTHER	TOTAL ENROLLMENT
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total		
Univ. of Connecticut														
Storrs, Main Campus	6,530	5,192	11,722	1,893	931	2,824	214	242	456	1,026	439	1,465	876	17,343
Groton	232	138	370	-	-	-	19	16	35	-	-	-	45	450
Hartford	504	325	829	-	-	-	33	54	87	-	-	-	138	1,054
Stamford	253	136	389	-	-	-	26	23	49	-	-	-	115	553
Torrington	129	65	194	-	-	-	1	5	6	-	-	-	20	220
Waterbury	379	213	592	-	-	-	11	9	20	-	-	-	43	655
Univ. of Conn. - Health Center	-	-	-	208	31	239	-	-	-	-	-	-	-	239
Sub-Total	8,027	6,069	14,096	2,101	962	3,063	304	349	653	1,026	439	1,465	1,237	20,514
STATE COLLEGES														
Central	3,896	3,428	7,324	86	73	159	1,411	1,036	2,447	847	1,613	2,460	-	12,390
Eastern	814	1,268	2,082	6	16	22	145	206	351	101	323	424	-	2,879
Southern	2,417	4,700	7,117	198	255	453	374	820	1,194	1,366	2,514	3,880	-	12,644
Western	1,116	1,560	2,676	17	48	65	266	332	598	363	827	1,190	-	4,529
Sub-Total	8,243	10,956	19,199	307	392	699	2,196	2,394	4,590	2,677	5,277	7,954		32,442
REGIONAL COMMUNITY COLLEGES														
Greater Hartford	534	342	876	-	-	-	308	342	650	-	-	-	86	1,612
Housatonic	718	565	1,283	-	-	-	591	539	1,130	-	-	-	34	2,447
Manchester	1,180	808	1,988	-	-	-	775	630	1,405	-	-	-	363	3,756
Mattatuck	745	585	1,330	-	-	-	406	384	790	-	-	-	111	2,231
Middlesex	422	306	728	-	-	-	364	523	887	-	-	-	-	1,615
Mohegan	363	239	602	-	-	-	124	248	372	-	-	-	261	1,235
North Central	27	19	46	-	-	-	60	131	191	-	-	-	-	237
Northwestern Conn.	557	380	937	-	-	-	316	377	693	-	-	-	-	1,630
Norwalk	824	419	1,243	-	-	-	906	720	1,626	-	-	-	-	2,869
Quinebaug Valley	76	59	135	-	-	-	65	169	234	-	-	-	12	381
South Central	449	409	858	-	-	-	287	498	785	-	-	-	-	1,643
Tunxis	481	331	812	-	-	-	551	403	954	-	-	-	55	1,821
Sub-Total	6,376	4,462	10,838	-	-	-	4,753	4,964	9,717	-	-	-	922	21,477
STATE TECHNICAL COLLEGES														
Hartford	535	20	555	-	-	-	216	2	218	-	-	-	850	1,623
Norwalk	651	34	685	-	-	-	363	8	371	-	-	-	594	1,650
Thames Valley	444	41	485	-	-	-	139	8	147	-	-	-	323	955
Waterbury	464	42	506	-	-	-	287	23	310	-	-	-	368	1,184
Sub-Total	2,094	137	2,231	-	-	-	1,005	41	1,046	-	-	-	2,135	5,412
TOTAL PUBLIC	24,740	21,624	46,364	2,408	1,354	3,762	8,258	7,748	16,006	3,703	5,716	9,419	4,294	79,845
SUPPORTED BY FEDERAL GOVT.														
U.S. Coast Guard Acad.	1,083	-	1,083	-	-	-	-	-	-	-	-	-	-	1,083
Total, Pub. Supported	25,823	21,624	47,447	2,408	1,354	3,762	8,258	7,748	16,006	3,703	5,716	9,419	4,294	80,928
Total, Independent Colleges (from Table 1A)	16,568	11,440	28,008	3,693	1,343	5,036	3,707	3,192	6,899	4,189	2,858	7,047	4,201	51,191
GRAND TOTAL	42,391	33,064	75,455	6,101	2,697	8,798	11,965	10,940	22,905	7,892	8,574	16,466	8,495	132,119

OPENING FALL ENROLLMENT FIRST TIME FULL-TIME STUDENTS
Showing Number of Students for 1967-1972

PUBLICLY SUPPORTED COLLEGES

CONNECTICUT PUBLIC SYSTEM	1967	1968	1969	1970	1971	1972
Univ. of Connecticut (Incl. 5 branches)	3,113	3,356	3,523	3,719	3,847	3,509
State Colleges						
Central Conn.	1,369	1,103	1,656	1,353	1,661	1,347
Eastern	289	384	317	487	588	538
Southern	1,627	1,793	1,848	2,206	1,588	1,687
Western	481	449	650	726	797	677
SUB-TOTAL	3,766	3,729	4,471	4,772	4,634	4,249
Regional Community Colleges						
Greater Hartford	288	376	686	629	601	378
Housatonic	286	327	458	609	670	497
Manchester	479	635	900	736	915	937
Mattatuck	138	328	462	623	712	695
Middlesex	337	380	522	547	570	419
Mohegan	-	-	-	258	278	358
North Central	-	-	-	-	-	34
Northwestern	464	416	498	598	586	518
Norwalk	472	552	635	572	537	507
Quinebaug Valley	-	-	-	-	42	67
South Central	-	256	407	435	432	443
Tunxis	-	-	-	263	463	538
SUB-TOTAL	2,464	3,270	4,568	5,270	5,806	5,391
State Technical Colleges						
Hartford	300	292	411	426	295	362
Norwalk	391	486	410	490	443	462
Thames Valley	121	272	386	280	298	351
Waterbury	297	370	389	359	316	351
SUB-TOTAL	1,109	1,420	1,596	1,555	1,352	1,526
Total, Public System	10,452	11,775	14,158	15,316	15,639	14,675
SUPPORTED BY FEDERAL GOV'T						
U.S. Coast Guard	282	317	383	295	286	347
Total, Publicly Supported	10,734	12,092	14,541	15,611	15,925	15,022
Total, Independent Colleges from (Tab.)	7,486	7,739	7,924	8,498	7,825	7,737
GRAND TOTAL	18,220	19,831	22,465	24,109	23,750	22,759

Source: CHE

OPENING FALL ENROLLMENT FIRST TIME FULL-TIME STUDENTS
Showing Number of Students for 1967-1972

INDEPENDENT COLLEGES

FOUR YEAR COLLEGES AND UNIVERSITIES	1967	1968	1969	1970	1971	1972
Albertus Magnus	165	128	151	155	96	83
Amherst	118	136	131	138	90	41
Connecticut College	379	420	427	439	433	441
Fairfield	496	429	615	717	791	703
Holy Apostles	14	-	16	4	5	11
Quinnipiac	825	800	701	858	724	808
Sacred Heart	647	466	482	430	361	340
St. Alphonsus	34	19	18	17	19	37
St. Basil's	33	12	10	11	8	5
St. Joseph	147	106	122	141	146	159
Trinity	329	342	370	405	385	291
Univ. of Bridgeport	1,022	1,913	1,126	1,138	971	1,029
Univ. of Hartford	701	620	745	1,079	922	885
Univ. of New Haven	365	253	568	491	534	548
Wesleyan	356	331	338	382	432	442
Yale	1,024	1,006	1,232	1,248	1,294	1,341
Other	57	30	14	-	-	-
SUB-TOTAL	6,712	7,011	7,066	7,653	7,211	7,164
TWO-YEAR COLLEGES						
Hartford College for Women	73	73	89	90	78	85
Longview	14	8	6	11	3	-
Mitchell	250	280	304	324	264	210
Mt. Sacred Heart	9	8	5	8	5	4
Post Junior	239	208	333	309	243	256
St. Thomas	85	58	47	30	21	18
Silvermine College of Art	104	93	74	73	-	-
SUB-TOTAL	774	728	858	845	614	573
Total, Independent Colleges	7,486	7,739	7,924	8,498	7,825	7,737
Total, Publicly Supported Colleges (from Tab.)	10,734	12,092	14,541	15,611	15,925	15,022
GRAND TOTAL	18,220	19,831	22,465	24,109	23,750	22,759

Source: CHE

INSTRUCTIONAL COST PER FTE 1972-73 ESTIMATED EXPENDITURES *

	Cost($)	FTE
University of Connecticut		
Lower Division	1285	7900
Upper Division	1729	7585
Graduate	3054	3910
Average	1622	
State Colleges		
Lower Division	1134	9827
Upper Division	1599	9701
Graduate	3066	627
Average	1424	
Technical Colleges		
Lower Division	1496	2500
Community Colleges		
Lower Division	917	15,806
Lower Division **	1018	15,806

* For methodology, see report of RG VIII, Appendix C.

** Includes leased costs.